

**Tier I and II FY2009 Schools  
Application for Year 3 Continued Funding**

**Tier I and II FY2010 Schools  
Application for Year 2 Funding**

**1003(g) School Improvement Grant (SIG) Application**

**Due: June 1, 2012**

Approved: Janice Garland 9/12/12

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:	Grayson County Public Schools					
Division Contact:	Susie Funk					
Telephone of Division Contact (include extension if applicable):	276-773-2832			Fax:	276-773-2939	
Email of Division Contact:	sfunk@grayson.k12.va.us					
Name of School	Fries School		2012-2013 Grade Span	PreK-7	Projected School Membership	260
	Current Percent Identified as Disadvantaged	70%	Current Percent Students with Disabilities	13%	Current Percent Limited English Proficient	1%
Name of Principal	Elizabeth Brown					
Telephone of Principal	276-744-7201					
Email of Principal	ebrown@grayson.k12.va.us					

**\*Assurances:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —

1. Ensures schools receiving SIG funds as a Tier I or II school currently implementing a transformational or restart model continue to implement the model according to the timeline indicated in its approved application for SIG funding.
2. Uses its SIG funds to implement fully and effectively a model in each Tier I and Tier II school, that the LEA commits to serve, consistent with the final SIG requirements;
3. If implementing a restart model in a Tier I or Tier II school, includes in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Continues to implement all requirements of the USED turnaround initiative principles by:
  - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring

- to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
  - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.
5. Uses Indistar™, an online school improvement tool, for the following:
    - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
    - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
    - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
    - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
  6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.
  7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
  8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
  9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
  10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
  11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
  12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
  13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
  14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	
Superintendent's Name:	Elizabeth Thomas
Date:	June 1, 2012

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

## **PART II: REFLECTION AND PLANNING**

Complete responses for each question. This will guide the identification of summer, 30-day and 2012-2013 goals in  
Part III: Goal Setting.

### **School Climate**

1. What were the most successful strategies used to change the school climate?

The Lead Turnaround Partner was evaluated at the end of the 2010-2011 school year. A decision was made to replace the LTP with multiple partners based on the needs identified by the school. Partnerships were formed to address the professional development needs of the school. A reading and math coach was hired as a member of the Fries School staff to provide embedded professional development on a continuing basis. The extra support given to the school improvement leadership team was reorganized for the 2011-12 school year to address specific areas of need in the school. A faculty committee assisted in developing a new schedule to include common planning time for the teachers and coaches, as well as, including a focus period for grades 6 and 7 for school day interventions. Western Virginia Professional Educational Consortium became a partner and provided high quality training for planning and implementation of Response to Intervention (RTI). Other strategies to change the school climate include the continuation of Effective Schoolwide Discipline program. High expectations and accountability for staff and students has been a focus during the school year.

2. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.

Although the 2011-2012 Lead Turnaround Partner provided Fries School with strategies for turnaround, it was not a good fit for the school. The previous success with changing the school climate was in jeopardy. Therefore, the decision was made to replace the LTP.

3. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of the year?

The implementation of Effective Schoolwide Discipline has proven successful. Office referrals have been reduced by three-fourth from year 1 to year 2. During the 2008-2009 school year, there were 330 Office Discipline Referrals. It was decreased to 97 in 2009-2010. Additional data has been added to Datacation to indicate office referrals for the purpose of tracking behaviors that may interfere with student learning.

4. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? Is it where you want it to be? If not, what can you do to make further changes?

Based on parent surveys administered by Title I, the overall climate is very positive. An increase in parent attendance to Title I parent events displays a more inviting atmosphere for parent participation. The School Improvement Leadership Team designed a survey for parents and staff to further determine the needs of the school. The results shows 89% of parents stated they feel comfortable going to parent teacher conferences, 85% feel that their input and opinions are valued at the school and 91% feel the school works hard to develop a sense of community. Also, the attendance rate remaining at 96% is a strong indicator of a safe and secure environment being provided for students.

5. Are there any anticipated barriers to further improving the school climate?

Anticipated barriers for further improving the school climate are the possibility of changes in staff, curriculum, new math SOL's, and the new teacher evaluation instrument.

6. What easy wins will be implemented in September 2012 to make it clear that the improvement efforts will continue and must be supported by students, staff, and parents?

Quick wins for continuation of the improvement efforts for Fries School are as follows:

- Early analysis of SOL data
- Early implementation of istations reading monitoring
- Analysis of student performance on assessments in comparison to report card grade
- Teacher modeling of effective strategies to other teaching staff
- Book Studies and sharing times for teaching staff
- Continuation of common planning for team collaboration
- Continuation and expansion of RTI efforts

7. What celebrations/strategies/practices will you use to end this school year?

The following celebrations/strategies/practices will be used to end 2011-2012 school year:

- Fieldtrips
- ESD reward day
- Dances
- SOLAR Benchmark student incentives
- Istation incentives
- SOL incentives
- Cookouts

## Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are all team members heard? How are their opinions considered and incorporated? Are decisions explained, with rationale behind them?

The School Improvement Leadership Team (SILT) are assigned roles and responsibilities. Subcommittees are established to provide participation for all staff members at Fries School. During SILT meetings discussions are held, opinions are shared and members volunteer for tasks. Decisions are typically group decisions.

2. How are responsibilities divided amongst the team members? Are those divisions clear? Do responsible parties have the resources needed to follow through?

School Improvement Leadership Team members typically volunteer for tasks so the responsibilities are what each feel he/she can accomplish. If resources are not readily available, information is given where those resources may be found.

3. How are new strategies or practices monitored throughout the year? What happens if they don't seem to be working?

The implementation of new strategies or practices are monitored throughout the school year. Teachers report monthly to the principal by documentation in teacher logs of student progress. Grade level team meeting are held monthly to review and discuss student data. SOLAR data analysis is held after each nine week benchmark. The RTI Team reviews and adjust scheduling of interventions, as needed. The SILT Team reviews the school improvement plan on a regular basis to make necessary changes to meet the needs of the students.

4. How was the momentum of the improvement effort sustained over the course of the year?

Improvement efforts have been sustained over the course of the year by several indicators. The indicators are as follows:

- Monthly meetings at school and grade level
- Monthly meetings of the SILT team
- Monthly reviews with the executive coach
- Monthly reviews with the instructional coaches for reading and math.
- Division School Improvement Team monthly meetings
- Principal reports to the Superintendent monthly

## Instruction

1. How are students identified as needing additional support in core content areas?

The following assessments/practices are used for identifying students in need of additional support:

- Istation
- SOLAR
- SOL
- PALS
- DIBELS
- Classroom grades
- Teacher recommendation
- Metropolitan/Brigance
- Parent recommendation

2. How do teachers differentiate learning for students?

Teachers differentiate learning for students through the following methods:

- RTI
- Small Group Instruction
- FOCUS Period in 6<sup>th</sup> & 7<sup>th</sup>
- Title I Instruction
- 1003g Tutoring
- Extended Learning Time
- Homework

3. Is the curriculum aligned within the school and across grade levels? If no, what is the process for doing this? (i.e. all third grade math classes teach the same SOLs and the fourth grade classes are ready to being fourth grade math in September)

The Grayson County Public School has division pacing guides developed and revised by the teachers at each grade level on a yearly basis. Grade level meetings are held divisionwide to discuss the progress of students and needs of curriculum adjustments and to compare data for instruction. Fries school has departmentalized instruction in grades 4-7 to allow teachers to focus on content areas of expertise.

4. How are formative assessments used in your school?

The following formative assessments are utilized at Fries School to make adjustment to individualized instruction, small group instruction and whole group instruction:

- SOLAR Data Analysis
- Teacher Observations
- Exit Slips
- Teacher Created Assessments
- Smart Response Clickers

5. Do all teachers have a strong understanding of classroom management techniques? If not, how can that skill-set be developed?

Since the first year of Effective School-wide Discipline at Fries, most teachers work together to formulate classroom rules and to have similar classroom management plans at each grade level.

## External Support

1. How is the community supporting the improvement effort? What major hurdles to community involvement and support still exist?

Fries School is partnered with the Wildcat Committee, WVPEC, University Instructors, Grayson Library, Grayson County Extension Services, Grayson County Public Works, Grayson Sheriff's Department, Virginia Dept. of Game and Inland Fisheries, Fries Head Start, Mt. Rogers Youth Services, Fries Beautification Committee and Mt. Rogers Adult Education. The strongest partner is the Wildcat Committee which is composed of Fries High School alumni. The only hurdle to community support is the limited parking spaces and areas for parking.

2. What community-based organizations are involved with the improvement effort? In what ways? How are those organizations aligned to the broader improvement plan?

Fries School is partnered with the Wildcat Committee, WVPEC, University Instructors, Grayson Library, Grayson County Extension Services, Grayson County Public Works, Grayson Sheriff's Department, Virginia Dept. of Game and Inland Fisheries, Fries Head Start, Mt. Rogers Youth Services, and Mt. Rogers Adult Education. The services provided are as follows:

- The Fries Wildcat Committee works to improve the overall school climate. They purchased the school sign, holds a yearly convention on the school grounds and serves as a community liaison.
- WVPEC provides RTI training and follow-up sessions for teachers and staff.
- University Instructors provides coaching professional development for the reading and math coaches as well as conducts a summer program for the school.
- Grayson Library provides an opportunity for participation in a summer reading program and reads with the pre-k students.
- Grayson County Extension Agency provides 4-H experiences and AG in the classroom.
- Grayson County Public Works provides recycling pickups for the Learn and Serve project.
- Grayson County Sheriff's Department provide a Resource Officer on grounds to maintain a safe environment for student, faculty and staff.
- Virginia Department of Game and Inland Fisheries provide training for hunting and outdoor safety instruction.
- Fries Head Start prepares our upcoming students for kindergarten and collaborates with Title I staff.
- Mt. Rogers Youth Services works with students in and out of school to provide counseling services.
- Mt. Rogers Adult Education help provide parents with an opportunity to get a GED and other services.

3. Which external partners, service providers or other contractors will be re-hired for the upcoming school year? Why will their contracts be renewed?

The following external partners will be utilized in the upcoming school year:

- University Instructors-Provide peer coaching assistance to the new reading and math coach
- WVPEC-Provide continuous professional development to teaching staff for implementation of the RTI program
- Jean Murray-Continue to provide leadership coaching to the principal
- William & Mary Professional Development – Jan Rozelle and Valerie Gregory will provide strategies for increasing student engagement and achievement.
- Virginia Tech – Leading in Reading Part II will be provided on increasing teacher effectiveness
- VDOE – New Teacher Evaluation Training

4. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education?

The following parent opportunities are extended to improvement parent support of the school improvement efforts:

- Parent Conference are held each six weeks.
- Parent Workshops are held throughout the school year to provide ways for parents to help students at home.
- Newsletters are sent home monthly to keep parents informed of school events.
- Parent Advisory Council/Consolidated Needs Assessment Committee are held to provide parents an opportunity to have input on school and division matters.
- Parental Involvement Events are held throughout the school year such as, Night at Wax Museum, Read Across America, What's Cooking?, etc...

- Parent/Teacher Organization provides opportunities for parents to get involved in fundraising and other events.
- Title I Parent Surveys are provided to receive feedback and assess the concerns for further improving the school.

5. In what other ways could parents be more involved?

Parents could be more involved by volunteering regularly in the school or classrooms. Also, an increase attendance in PTO meetings would allow more involvement from parents.

## Staffing and Relationships

1. How are teachers given positions, classes & grades? Is this process getting the most skilled teachers in front of the right group of students? If not, how can the process be changed?

An administrative team reviews all applicants for most qualified applicant. The most qualified applicant is interview by the administrative team including the principal. Teachers are placed in the areas of expertise throughout the division. Grades 4-7 are departmentalized to enable teachers to have a concentration in few areas instead of many. Fries school has a low staff turnover. The principal has authority to make staff assignment changes as needed to provide students with the most effective instruction

2. How do you evaluate a teacher's quality throughout the year?

Teacher quality is evaluated throughout the school year. The following evaluations are utilized:

- Principal observation and evaluation
- Informal walk through
- Review student data
- Review of Lesson Plans/Parent Contact Logs
- Participation in Professional Development

3. How are teachers provided professional development?

Teachers are provided professional development in multiple ways throughout the school year. Professional development is provided as follows:

- During Day/After-School
- Self-Selected
- Embedded P.D. –Coaches
- Faculty Meetings
- Best Practices and Research Based Professional Development
- Consolidated Needs Assessment Professional Development Requests
- Follow-up feedback with Professional Developer
- RTI
- Formal and Informal Teacher Assessment



4. How is the principal evaluated? Who does he/she receive feedback (on his/her performance) from and how often?

The principal is evaluated in the following ways:

- Division Supervisor – Formal Evaluation with meeting for feedback and informal coaching/feedback
- Executive Coach – Continuous feedback (monthly)
- SILT Survey – Teachers, students, and parents (annual)
- Principal's report to superintendent monthly

5. What is the process for filling teacher vacancies? Is your school able to select teachers before other schools in the division? If not, why?

The school division fills teacher vacancies based on most need in areas of school improvement. School in improvement take precedence over higher performing schools.

6. How will professional development lessons/goals be determined for 2012-13?

The following measures will be utilized to determine professional development goals:

- Student Data
- Principal Observations
- Teacher Requests
- Teacher Evaluations
- Coaches Recommendations

7. How will any new teachers and staff (new to the school) be introduced to the philosophies, practices, and the differences of your school?

New teachers and staff will be provided a mentor at the school level to help become familiar with curriculum and school procedures. The division level will provide new teacher orientation to help in becoming familiar with school division policy and procedures. The school level reading and math coaches will provide necessary training to help with data analysis and determining student needs. Grade level support will be available to new teachers through opportunities to meet through a schedule of common planning times.

8. How do you define the relationships within the school's Leadership Team/Improvement Committee? How can it be improved?

There is a collaborative effort within the School Leadership Improvement Team. The team members are committed to regular scheduled meeting times. There is flexibility in the team for rescheduling when conflicts arise. The chairperson of the team can carry on with the duties in the absence of the principal.

9. How do you define the relationship between the Lead Turnaround Partner and the principal? How can it be improved?

The relationship with the Lead turnaround Partners and the principal is cohesive and collaborative. The dual role of Jean Murray as the VDOE facilitator as well as a hired Executive Coach is an asset to the improvement efforts of Fries School. WVPEC has worked intensively on establishing an RTI program by providing necessary professional development for implementation. University

Instructors works collaboratively with the principal in providing professional development to the math and reading coach as well as extended learning time during the summer.

10. How do you define the relationship between the division liaison (Internal Lead Partner) and the principal? How can it be improved?

The communication is very open between the ILP and the principal. The ILP is very supportive of the improvement efforts at the Fries School. The principal has a direct line of communication to the Division Improvement Leadership Team.

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead Partner)? How can it be improved?

The relationship with the Lead turnaround Partners and the ILP is cohesive and collaborative. Jean Murray as the executive coach for the principal meets with the ILP monthly to discuss progress towards the goals established for the principal. The ILP negotiates with the contract of services with WVPEC to provide training for the implementation of the RTI program. University Instructors works collaboratively with the ILP in providing professional development to the math and reading coach as well as extended learning time during the summer.

### **Decision-making Process and Autonomy**

1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?

The DILT openly communicates with the SILT and LTP in discussions of anything relating to the school improvement efforts. Decisions are made through recommendations from the SILT and DILT to the Division Superintendent. An example of recommendations have been to change SOLAR Data Analysis to accommodate grade levels more easily. Also, the teaching staff had an opportunity to give input on the school calendar for 2012-2013 school year.

2. Who makes the final decisions about the school's improvement plan? Should this person/person(s) be the decision-maker? Why or why not?

The decisions are always a collaborative effort when possible through SILT and DILT discussions. Some decisions must be made based on the entire school division needs, therefore the Superintendent or School Board has the final decision. It depends on the issue/area of the improvement plan. The following members may be included in decision making:

- Principal
- Staff w/Principal
- SILT
- DILT
- Elementary Supervisor
- Director of Instruction and Assessment
- Superintendent
- School Board

3. What division policies were changed this year? (i.e. priority in filling teacher vacancies, exemptions from division PD sessions, school year/day adjustments)

A retention policy was put in place to help decrease the number of students identified for retention. A strong focus was placed on providing the appropriate intervention vs. retention. A new Teacher Evaluation Policy was approved to include student growth measures.

4. What policy barriers still exist to truly getting the school what it needs to succeed? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policy).

No barriers are identified.

**Phase Out (only for Cohort 1, year 2)**

1. What services should be maintained after SIG funds and supports end in 2013?

The following supports are needed to maintain the school improvement gains:

- Reading/Math Coaches
- Extending Learning Opportunities
- Continued High Quality Professional Development based on data
- High Quality Parental Involvement opportunities
- Data Analysis
- RTI

2. How will the school prepare for the phase out of funds, supports, and services?

Fries School will prepare for the phase out of funds, supports, and services by the following:

- Seek out additional community partnerships
- Continue to utilize strategies developed throughout the school improvement process
- Continue team collaboration on issues such as scheduling, grade level meetings, common planning, leadership teams and other efforts established during the school improvement grant that do not require monetary support.

3. How will the district prepare for the phase out of funds, supports, and services?

The school division will prepare for the phase out of funds, supports, and services by the following:

- Search for additional funding for reading/math coaches
- Explore grants needed to provide extended learning time and tutoring
- Explore ways to coordinate with other funding sources to maximize improvement efforts
- Examine how other high performing schools are maintaining success and share with priority and focus schools

4. Who needs to be involved in the phase out process? What roles does each player take?

The following need to be involved in the phase out process:

SILT- Develop a phase out plan; communication the phase out plan to staff; search for partnerships to sustain high need programs

DILT – Communicate phase out to the superintendent, school board, principal and staff  
Principal – Collaborate with all stakeholder of the phase out process  
Staff- Provide input on the phase out process

5. What are your biggest fears about the phase out process?

The biggest fear about the phase out process is the lack of funding to support the school improvement efforts established over the three years of grant, such as, trained instructional coaches, extended learning time, lead turnaround partners, and professional development.

6. What supports from the state would be the most helpful during year 3?

The most helpful support from the state is continued funding support for year 3 of the school improvement efforts established in year one and two as well as continued technical support through web conferences.

7. What supports from the state would be the most helpful after SIG funding ends?

The most helpful supports from the state after SIG funding ends would be to provide suggestion for high quality professional development and additional information on funding sources to help sustain school improvement efforts.

### PART III: GOAL SETTING

Using the current 2011 data from Quarterly Reports, Leading and Lagging Indicators, Interventions, Datacation, etc. to respond to the following questions for continued FY2009 and FY2010 1003(g) grant funding.

**A. Please list 5 (SMART) goals for the summer:**

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.  
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)

1	All core area pacing guides will be revised to ensure alignment to current SOL curriculums with available resources and based on results of the 2012 SOL assessments.
K6	<u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u>
	<ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</u></li> <li>• <u>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills.</u></li> <li>• <u>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</u></li> </ul>
4	Analyze the most recent SOL data to make changes to meet the needs of each student and revise

	intervention plans.
K9	<u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different instructional modalities in their classrooms.</u></li> </ul>
K6	<u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u> <ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</u></li> <li>• <u>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills</u></li> <li>• <u>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</u></li> </ul>

**B. Please list 3 (SMART) goals for the first 30 days of the upcoming school year:**

<p>Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	K-3 Teachers will provide immediate intervention (weekly) to targeted students on skills identified by weekly DIBELS assessment and bi-weekly PALS Quick Checks results as demonstrated by list of groupings, intervention plans and observations during September 2012.
K9	<u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different instructional modalities in their classrooms.</u></li> </ul>
K6	<u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u> <ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</u></li> <li>• <u>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills</u></li> <li>• <u>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</u></li> </ul>
2	RTI will be implemented with fidelity in grades 4 and 5 by September 30, 2012 based on training records, observations, lesson plans and progress monitoring documents.
11	<u>The LEA/School will provide professional development that is appropriate for individual teachers with different experience and expertise. (948)</u> <ul style="list-style-type: none"> <li>• <u>All teachers will receive instructional coaching based on their individual needs.</u></li> </ul>
3	Istation assessments will be completed for K-7 students by August 31, 2012. Plans will be developed to identify specific strategies to move student from Tier III & II to Tier I.
K9	<u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different</u></li> </ul>

	<u>instructional modalities in their classrooms.</u>
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**C. Please list 5 (SMART) goals for the upcoming school year:**

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results.          (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>By June 2013, Fries School will reduce the failure rate by 10% in English SOL scores through monitoring istations reading interventions, RTI implementation, analyzing SOLAR benchmark data and providing interventions during focus time and extended learning times.</p> <p><i>Indistar:</i></p>
K9	<p><u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u></p> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different instructional modalities in their classrooms.</u></li> </ul>
K6	<p><u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u></p> <ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</u></li> <li>• <u>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills</u></li> <li>• <u>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</u></li> </ul>
2	<p>By June 2013, Fries School will reduce the failure rate by 10% in Math SOL scores through monitoring class assessments, SOLAR benchmark data, ARDT, and providing interventions during focus time and extended learning times.</p>
K9	<p><u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u></p> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different instructional modalities in their classrooms.</u></li> </ul>
K6	<p><u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u></p> <ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</u></li> <li>• <u>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills</u></li> <li>• <u>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</u></li> </ul>
3	<p>By June 2013, Fries School will reduce the failure rate by 10% in History SOL scores through monitoring class assessments, SOLAR benchmark data and providing interventions during the focus time and extended learning time.</p>
K9	<p><u>All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</u></p> <ul style="list-style-type: none"> <li>• <u>Conduct classroom observations of teachers utilizing different modalities for instruction.</u></li> <li>• <u>Teachers will participate in professional development to assist with implementation of different instructional modalities in their classrooms.</u></li> </ul>
K6	<p><u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u></p> <ul style="list-style-type: none"> <li>• <u>Teacher work groups will continue to define learning activities and align with Virginia</u></li> </ul>

	<u>Essential Skills.</u> <ul style="list-style-type: none"> <li>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills</li> <li>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</li> </ul>
5	100% of teacher's plans will be based on Grayson County's Pacing Guide and aligned with the SOL content, denoting the essential skills being taught as evidenced by a review of lesson plans and assessments by the principal.
K6	<u>All teachers, working in teams, will differentiate and align learning activities with state standards. (976)</u>
	<ul style="list-style-type: none"> <li>Teacher work groups will continue to define learning activities and align with Virginia Essential Skills.</li> <li>Grade levels will identify engaging learning activities and align with the Virginia Essential Skills.</li> <li>Professional development and instructional coaching will be provided to teachers to increase knowledge on differentiation and engaging student activities.</li> </ul>

#### PART IV: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL

Based on the analysis of the school's academic achievement and intervention data collected during the 2011-12 school year, provide a detailed tiered approach to interventions to support student achievement that will be implemented in the school improvement plan as it is developed. Describe specific interventions being put in place as a result of the data analysis.

The description of the intervention for each group should include the following elements:

- targeted group; intervention description;
- intervention provider;
- frequency and amount of time for each tier; and,
- description of how the intervention will be monitored.

See the sample provided.

##### SAMPLE RESPONSE

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 <sup>th</sup> grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	In the area of reading, Fries School purchased the istations reading monitoring tool with 1003g funds

	in August 2010 to assist with identifying at-risk students. The Istation Reading Program is a comprehensive reading and intervention program developed using scientifically based reading research. It provides data to schools to ensure their students learn to read by automating progress monitoring, individualizing instruction on the computer and in the classroom and providing district, school, class and student reports that categorize risk and show skill growth. Students identified in tier 2 receive 60 minutes of Istation intervention weekly. DIBELS has also been purchased to assess student progress monthly as a part of the RTI program implemented this school year for grades K-3. Grades 2-7 are given SOLAR benchmark test to identify areas of improvement for meeting objectives of the SOL's. Interventions are provided by the classroom teacher, resource teachers and tutors. Reading interventions delivered during the regular day and the afterschool program will be based on data from SOLAR, SOL's, Istations, PALS, and teacher communication. Student progress in reading will be monitored by the classroom teacher, the resource teachers, principal, and division administrators.
Tier 3	Students identified in tier 3 receive all the above plus 90 minutes of Istation intervention on a weekly basis. Students in tier 3 are monitored very closely by the RTI team to determine appropriate interventions needed to be successful.
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	In the area of mathematics, Fries School will utilize data from SOL's, SOLAR benchmark assessments, Accelerated Math, and classroom assessments for the purpose of identifying at-risk students and monitoring student progress. Intervention will be based on the student's individual needs and delivered from the Envision math intervention lessons for grades K-5 and Houghton Mifflin Harcourt for grades 6-7, as well as, the Accelerated Math intervention lessons. The classroom teachers, resource teachers, and principal will also monitor student progress through progress reports to parents and report card grades. ARDT will be utilized to provide data for the purpose of planning appropriate interventions for grades 4-7. The accelerated math will provide reports on student progress for parents, teachers and administrators. Also, math interventions delivered in the afterschool program will be based on data from SOL's, SOLAR benchmark, teacher communication, and the accelerated math reports.
Tier 3	Math interventions are the same as tier 2 with additional support from Title I, tutors and other resource teachers for extended small group or individualized instruction.
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	Students identified for PALS intervention in K-3 are provided 30 minute daily reading intervention provided by the classroom or Title I teachers. Resources used for intervention are from PALS, the Harcourt Reading Intervention program and the Istation Reading Monitoring Program. The PALS assessment is administered in the Fall, Mid-Year and Spring. PALS identified students are assessed monthly using the Istation Reading monitoring tool as well as PALS quick checks.
Tier 3	Tier 3 students receive the same services as Tier 2 with additional resource time with tutors, Title I Teachers or Resource
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	Instructional Teams will review the English results of the 2012 SOL test to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives. Students failing the SOL in reading are provided daily intervention by the classroom teacher and/or resource teachers during the classroom instructional time and a special intervention scheduled time. An afterschool program will provide additional tutors to deliver assist students in mastering the daily classroom objectives. This will provide additional intervention for students failing previous SOLs or at-risk of failing SOLs. Students will have an opportunity to participate in six additional hours of afterschool intervention provided by highly qualified teachers. Grades 6 & 7 have a Focus period to provide daily interventions. The Voyager Literacy Program



	provides interventions for grades 4-7 to improve reading for students with disabilities.
Tier 3	Students in Tier 3 receive the same services as Tier 2 with increased support in English from resource teachers, tutors and Title I teachers as needed.
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	Instructional Teams will review the mathematics results of the 2012 SOL test to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives. Students failing the SOL in math are provided daily intervention by the classroom teacher and/or resource teachers during the classroom instructional time and a special intervention scheduled time. An afterschool program will provide additional tutors to deliver assist students in mastering the daily classroom objectives. This will provide additional intervention for students failing previous SOLS or at-risk of failing SOLS. Students will have an opportunity to participate in six additional hours of afterschool intervention provided by highly qualified teachers. Grades 6 & 7 have daily/weekly pull-out sessions with the math teacher and ARDT teacher.
Tier 3	Tier 3 students receive the same services as Tier 2 with increased support in math from resource teachers, tutors and Title I teachers as needed to increase student achievement on SOL's. The V-Math provides interventions for grades 4-7 to improve math for students with disabilities.

## **Part V: BUDGET (LEA SCHOOL)**

### **Budget Summary**

School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). The LEA must submit the following:

- a. For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- b. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

### **Budget Expenditure Code Definitions**

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

- 1000      Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000      Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 3000      Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.
- 4000      Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.
- 5000      Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.
- 6000      Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."
- 8000      Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

#### Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: Fries School			COHORT II <input type="checkbox"/>		COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)			2012-2013			
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$28,009.00	Other:	\$176,428.00

2000 – Personnel	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$186,323.00	Other: \$66,170.00
	Division Expenses \$	Division Expenses \$		Division Expenses \$8,103.00	
	School Expenses \$	School Expenses \$		School Expenses \$33,005.00	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	\$20,076.00
	School Expenses \$	School Expenses \$		School Expenses \$139,927.00	
	School Expenses \$	School Expenses \$		Division Expenses \$0	
4000 - Internal Services	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$2,000.00	\$4,500.00
	School Expenses \$	School Expenses \$		Division Expenses \$2,500.00	
	School Expenses \$	School Expenses \$		School Expenses \$5,620.00	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	\$8,949.00
	School Expenses \$	School Expenses \$		School Expenses \$94,513.00	
	School Expenses \$	School Expenses \$		Division Expenses \$0	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	\$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
	School Expenses \$	School Expenses \$		School Expenses \$0	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	\$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
	School Expenses \$	School Expenses \$		School Expenses \$0	

Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$38,612.00	Other: \$276,123.00
	School Expenses \$	School Expenses \$		School Expenses \$461,388.00	
				Total Division Expenses \$38,612.00	
				Total School Expenses \$461,388.00	
				TOTAL \$500,000.00	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: SAMPLE	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
1000 – Personnel (Use as much space as necessary.) Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)  Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)		
SCHOOL NAME: Fries School	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>

1000 – Personnel (Use as much space as necessary.)		
Administrative (Director of Instruction) .20 Salary	14,752.00	14,752.00
Administrative (State and Federal) .20 salary	13,257.00	13,257.00
Purchasing Manager 5.5 hours x 5 days @ 9.00	7425.00	7425.00
Principal extended contract for professional development and planning with team	5436.00	5436.00
Teacher Stipend for Professional Development @ \$100 x 10 x 8	8,000.00	8,000.00
Substitutes for PD @ \$75 day x 5 x18	6,750.00	6,750.00
8 Afterschool Tutors @ \$22 hr. x 7.5 hrs x 36 weeks	47,520.00	47,520.00
1 Afterschool Coordinator @\$32 hr. x 9 hrs x 36 weeks	10,368.00	10,368.00
2 Day Tutors @ \$22 hr. x 20 hrs. week x 36 weeks	15,840.00	31,680.00
Reading Coach	35,700.00	35,700.00
Math Coach	33,444.00	33,444.00
<b>TOTAL</b>		<b>\$214,332.00</b>
<b>1000 Other Funds: (2) Title I Teachers \$87,000, (1) Title I Aide \$11,100, (1) .20% Parental Involvement Coordinator/Reading Specialist \$8,092 (1) Title II Class Size Red. Teacher \$36,348, ARDT Teacher \$33,888</b>		
2000 -Employee Benefits (Use as much space as necessary.)		
<b>Fringe Benefits</b> Administrative VRS @.1677; FICA @.0765;Group Life @.0119; Health @	4708.00	4708.00
<b>Fringe Benefits</b> Administrative VRS @.1485; FICA @.0765;Group Life @.0028	3395.00	3395.00
<b>Clerical FICA @.0765</b>	568.00	568.00
Tutors FICA 9-.0765	3635.00	3635.00
Afterschool Coord. FICA - .0765	793.00	793.00
Substitutes FICA @ .0765	516.00	516.00
Stipend FICA @ .0765	621.00	621.00
Reading Coach VRS, FICA, Group Life, Health	13,657.00	13,657.00
Math Coach VRS, FICA, Group Life, Health	13,215.00	13,215.00
<b>TOTAL</b>		<b>41,108.00</b>
<b>2000 –Other (2) Title Teacher Benefits \$31,794, (1) Title I Aide Benefits \$7,493, (1) .20 Benefits for Parental Involvement Coordinator/Reading Specialist \$1268, (1) Title II Part A Class size Red. Teacher Benefits \$13,959, ARTD Teacher Benefits \$11,593</b>		
3000 - Purchased Services (Use as much space as necessary.)		
WVPEC – RTI Professional Development		

	26,560.00	26,560.00
University Instructors – Professional Coaching	39,600.00	39,600.00
University Instructors – Summer Camp	40,000.00	40,000.00
Istations	6,500.00	6,500.00
ARDT @ \$4.00 per student x 120	480.00	480.00
Admission Fees and for educational fieldtrips	1,787.00	1,787.00
Professional Development	14,000.00	14,000.00
Leadership Coach	11,000.00	11,000.00
<b>TOTAL</b>		<b>139,927.00</b>
<b>3000 – Other Funds – Title VI-B PD \$5,857, Title I Part A – PD \$12,492, Title II Part A –\$1727</b>		
4000 - Internal Services (Use as much space as necessary.)		
Fieldtrip Bus Mileage @ 1.00 mile	2,000.00	2,000.00
<b>TOTAL</b>	2,000.00	<b>2000.00</b>
<b>4000-Other Funds-Bus Mileage for Extended Learning Local Funds \$4500.00</b>		
5000 - Other Charges (Use as much space as necessary.)		
Administrative travel to meetings and conference	5,000.00	5,000.00
Copier Charges for additional copier	3,120.00	3,120.00
<b>TOTAL</b>		<b>8,120.00</b>
<b>5000 Other – \$0</b>		
6000 - Materials and Supplies (Use as much space as necessary.)		
Intervention Materials to support reading and math, workbooks, software, trade books, office supplies, etc.	15,204.00	15,204.00
Misc. materials for students, teachers, and administration, such as binders, paper, markers, art supplies, project supplies, etc...	4,914.00	4,914.00
Classroom Book Sets for instruction and intervention @ 500.00 x 18	5,000.00	5,000.00
Materials and supplies for parent meetings, workshops, fieldtrips, etc.	2,000.00	2,000.00
Materials for Professional development such as professional books, etc.	3,000.00	3,000.00
Classroom sets of math manipulatives	3,000.00	3,000.00
Materials and supplies for afterschool tutoring such as paper, binders, project supplies, snacks, parent activities, etc.	14,195.00	14,195.00
6 Computers for intervention room	7200.00	7200.00
4 Classroom sets of ipads (25 per set)	40,000.00	40,000.00

<b>TOTAL</b>		<b>94,513.00</b>	
<i>6000 – Other Funds – Title I Part A \$12,949, Local\$1745.00; Funding sources are very limited for miscellaneous materials and supplies due the reduction in funding at the federal, state and local levels.</i>			
8000 – Equipment/Capital Outlay (Use as much space as necessary.)			

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA  
Commits to Serve**

**(ONE PER DIVISION, NOT PER SCHOOL)**

Although this form is included in each school-level application, complete only one Division-Level Budget Summary for ALL (Tier I and Tier II) schools in the division.

## PART VI

### Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (ONE PER DIVISION, NOT PER SCHOOL)

In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY Year 2: 2012-2013		Cohort I ONLY Year 3: 2012-2013	
Expenditure Codes	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$	\$	\$214,332.00	\$176,428.00
2000 - Employee Benefits	\$	\$	\$	\$	\$	\$41,108.00	\$66,170.00
3000 - Purchased Services	\$	\$	\$	\$	\$	\$139,927.00	\$20,076.00
4000 - Internal Services	\$	\$	\$	\$	\$	\$2,000.00	\$4,500.00
5000 - Other Charges	\$	\$	\$	\$	\$	\$8,120.00	\$0
6000 - Materials and Supplies	\$	\$	\$	\$	\$	\$94,513.00	\$8,949.00
8000 – Equipment/ Capital Outlay	\$	\$	\$	\$	\$	\$0	\$0
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$	Total Other Funds \$	\$500,000.00	Total Other Funds \$276,123.00



**Application Submission**  
**Applications are due on Friday, June 1, 2012.**

*The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to*

**Janice Garland**

*by Friday, June 1, 2012.*

*In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012\_2013 Continuation Application).*

*(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)*

*Retain the original application with the Superintendent's signature in the division's files.*